

Childminder Report

Inspection date

11 September 2015

Previous inspection date

24 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder's evaluation of her practice is not robust enough to ensure all weaknesses are identified. Her professional development is not sufficiently focused on improving the quality of teaching and learning experiences for children.
- The childminder does not effectively use the information she gathers about children's development to inform her precise planning. Children are not always challenged and motivated to make best progress in all areas of learning.
- The childminder does not fully support children in extending and exploring their play and ideas. They are not always able to choose resources or equipment freely.
- The childminder has a weak knowledge of how to develop children's understanding of diversity and differences in society.

It has the following strengths

- Parents are involved in the assessment of their children's progress. Information about children's learning is shared with other providers where children attend more than one setting.
- Children have caring relationships with the childminder and her assistant. They are encouraged to build secure friendships. Their behaviour is managed well so that they develop a good understanding of right and wrong.
- Children's independence in self-care is promoted in readiness for the eventual move to school. They go to the school each day with the childminder to collect older children. This helps them to become familiar with the daily routine and the adults who will teach them in the future.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ use observations of children's development to inform planning so that each area of learning is promoted through purposeful play that challenges children and helps them to develop their skills	11/10/2015
■ develop a targeted approach to professional development that is clearly focused on improving the quality of teaching, particularly with regard to promoting children's awareness of equality and diversity.	11/10/2015

To further improve the quality of the early years provision the provider should:

- promote children's growing independence so that they can explore freely and make more choices about their play
- develop a more rigorous and effective system of self-evaluation so that weaknesses are quickly identified and prioritised in order to improve practice.

Inspection activities

- The inspector observed activities in the childminder's home both inside and in the garden.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from the childminder's review of her practice.
- The inspector looked at children's records, discussed planning and looked at a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder and her assistant hold early years qualifications and have a suitable understanding of the Early Years Foundation Stage. The childminder ensures her assistant completes essential training, such as first aid. The childminder seeks the views of parents and their comments about her service are positive. However, the evaluation of her practice is not thorough enough to identify all weaknesses. Her professional development is not focused sufficiently on improving the quality of her teaching skills. The arrangements for safeguarding are effective. The childminder shares policies with parents and knows the procedures to follow if she has any concerns about a child. The childminder has established links with local schools and other providers to ensure information about children's progress is shared.

Quality of teaching, learning and assessment requires improvement

The childminder finds out children's starting points and completes observations of their learning. She has a suitable understanding of children's progress. However, she does not always take into account what children already know and can do in order to make planning more precise. Communication and language are successfully promoted. The childminder involves children in discussions during their play. She asks them questions that encourage them to think critically and share their ideas. The childminder helps children to build on their vocabulary by exploring the sounds of new words. Children develop a basic understanding of mathematics as they count during their play and identify numbers during the walk to school. The childminder does not fully promote children's independent play and learning. They have limited access to resources, particularly those which promote early writing skills and creative activities.

Personal development, behaviour and welfare require improvement

The childminder does not know how to effectively promote children's understanding of differences in society. This means they are not fully prepared for the diverse social environment of school. Children help to care for the childminder's rabbits and guinea pigs. This helps them to develop care and concern for other living things. Children learn to keep themselves safe. For example, the childminder teaches them to cross the road safely and how to stay safe around water. The childminder finds out about children's care routines so that she has a suitable understanding of their individual needs. Good health and hygiene are promoted through everyday routines. The childminder helps children to understand why a healthy diet and regular exercise are good for them. Children build on their physical skills as they develop control over small tools and use large play equipment in the local park.

Outcomes for children require improvement

Children make suitable progress in the prime areas of learning given their starting points. They are supported to build friendships with other children and they learn to respect each other. Children are developing some of the skills they need for their future learning in school.

Setting details

Unique reference number	EY281156
Local authority	Kirklees
Inspection number	856224
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24 May 2011
Telephone number	

The childminder registered in 2004 and lives in Huddersfield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder sometimes works with her husband, who is her assistant. The childminder and her assistant hold relevant qualifications at level 3.

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